

NEW JERSEY

Code # 301
(for office use only)
SOMERSET CO. SUPT. OF SCHOOLS

1999-2000

REC'D NOV 1 1999

Guidelines and Application



BEST PRACTICES

ORIGINAL

Deadline for Application to County Office:
NOVEMBER 22, 1999

Category	School to Careers/Workplace Readiness	(Application is limited to one category. See page 3 for details.)
Practice Name	International Market	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Somerset		
District (Proper Name)	North Plainfield		
District Address	33 Mountain Ave.		
	city	North Plainfield, New Jersey	zip code 07060
District Telephone	(908) 769-6000	Fax (908) 755-5490	Email
Chief School Administrator	Dr. Marilyn Birnbaum		
Nominated School #1 (Proper Name)	East End School		
School Address	170 Oneida Ave.		
	city	North Plainfield, New Jersey	zip code 07060
School Telephone	(908) 769-6070	Fax (908) 668-5536	Email
School Principal	Mr. Alexander Roman		
Program Developer(s)	Mrs. Priscilla Lant and Mrs. Leah Glicksman		
Chief School Administrator's or Charter School Lead Person's Signature	<i>Marilyn Birnbaum</i>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <u>Yes</u> <input checked="" type="checkbox"/> No <input type="checkbox"/>	County Superintendent's Signature <i>David A. King</i>

NEW JERSEY STATE DEPARTMENT OF EDUCATION

NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION

501

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format.** Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ **The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
- ◆ **The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels ESL - 4,5 _____ _____ _____ _____	Practice Name <u>International Market</u> _____ Number of Schools with Practice <u>1</u> Number of Districts with Practice _____

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement <input type="checkbox"/> (family involvement and partnerships with business, community and/or higher education)	<input checked="" type="checkbox"/> Safe Learning Environment <input checked="" type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

The International Market is an exciting all-day event created and run by fourth and fifth grade English-as-a-Second-Language students. The products for the sale are made by the students themselves. Customers are other students, teachers, and parents. Music and posters from other countries contribute to the multi-cultural theme. Parent volunteers keep an eye on things but the students run the show. Preparations for the market span the curriculum. Students learn to talk and write about items they are making. Crafting candles and growing plants incorporate science lessons. Giving change and pricing items involves math. Respect for oneself and others is stressed through emphasis on job expectations. Higher-order thinking skills emerge as students make organizational decisions. An evening family program expands the skills to include parents and siblings. Students advertise by making posters and telling other classes about the market. By Market Day, students can comfortably give appropriate responses to customers, follow job expectations such as speaking clearly, and give change. The students have learned a great deal of language and their confidence abounds. After the first year, the program became self-funded through a \$1,000 a year grant from the Humanities Alliance, a business and education partnership, through a gift from the Municipal Alliance, and through profits from the market itself. Any other profit goes to the school. The practice also won a large newspaper's competition for "Ideas That Work" in today's schools.

Objectives

The primary objective is for ESL students to meet workplace readiness expectations. It is essential for them to have an authentic reason to learn language and math skills. They are discovering early that there will be a need to make themselves understood and be able to communicate clearly. They come to realize that they must have a quality product, that they must be able to think and respond quickly and courteously, and that they must give correct change. They learn the importance of good advertising and of good presentation. They see the reality of working co-operatively with others to accomplish a goal. They develop genuine pride and self-esteem based on a job well done.

A second objective is that students will learn to speak and write about each individual product they make and about the market in general. They will learn the language skills they need for interpersonal and academic reasons. During the preparations for the market, vocabulary and sentence structure are a major part of every lesson including the sessions with the families at night. Correct language usage and expressions are emphasized. Students will also develop math skills of giving change, pricing items, dividing items among classes, and determining expenses, gross profit, and net profit. Skills are taught and retaught to the students and their families. Through working together as family units, adults and children benefit from positive parenting.

Innovation, Achievement, and Replicability

Because this approach is different from typical classroom procedure, students respond very enthusiastically. They love the idea of doing something active and real. It is a creative

voyage into the use of authentic language and it really gives them a chance to put their new-found English skills to use.

High student achievement is promoted by the ultimate goal of having to sell their products to English-speaking peers. There is a sound, authentic reason for all the preparations emphasizing literacy and practical math. In the process, students learn and then apply many useful skills. Parent involvement means that families will continue to practice the skills at home. Growing self-esteem also leads to higher achievement.

Each of the phases of the program is replicable. The initial creation of products with accompanying lessons can be easily duplicated as can all communication with teachers and parents. The evening family program uses games and cooperative activities that are easy to repeat. All math and language skills lessons are replicable as well. With creative initiative, it is feasible, through grants from various companies and agencies, to make a project as self-supporting as this one.

Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum Content* and *Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standards.

At the threshold of entering a new society, ESL students need to realize the importance of communication in English, not only for living in this country but also for a future job. They need an authentic speaking environment in order to try out newly developing language. The students come from different levels of schooling and often need basic skills in all areas. This practice addresses those needs while promoting confidence. Students' needs are identified by a native language assessment and an English assessment.

Although the market incorporates many standards, the predominant ones are **Workplace Readiness Standards 1, 3, and 4:**

1. All students will develop career planning and workplace readiness skills.
2. All students will use critical thinking, decision-making, and problem-solving skills.
3. All students will demonstrate self-management skills.

All market activities stress job expectations. Employability skills that students learn include ability to communicate well, courtesy to customers, writing skills, ability to give correct change, and necessity of concentrating on one's work. Students are learning critical thinking skills from beginning to end. They make important marketing decisions such as which items should be included and how much to charge. They decide how to advertise and what to say to other classes. They set up their own work areas. They decide how to deal with situations such as whether a customer has enough reason to return an item. It is the students' store, and they must manage it themselves.

The practice addresses **Language Arts Literacy Standards 3.1, 3.2, and 3.3**

3.1 All students will speak for a variety of real purposes and audiences.

3.2 All students will listen actively in a variety of situations to information from a variety of sources.

3.3 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

The give-and-take of conversation at the market provides students with every opportunity to listen and to respond. Communication skills are developed through speaking and writing

about the crafts, telling other classes about the market, writing advertisements, practicing responses to questions, and, of course, talking to customers. The ESL students have to get a message across, and if messages aren't received correctly, sales may be affected.

Mathematics standards include 4.1 and 4.3:

- 4.1 All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.
- 4.3 All students will connect mathematics to other learning by understanding the interrelationship of mathematical ideas and the role they play in other disciplines and in life.

Throughout the market, students become aware of the need for math skills, like giving change, in a job. Math becomes an integral part of living.

Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The students' performances on Market Day are the best indication of what they have learned. They are the culmination of three months of intensive preparations in order to meet job expectations. On that day teachers use a self-created Job Expectations Rubric which was also used before preparations began in order to pretest skills. Students are assigned holistic scores on each job expectation. These include speaking clearly so that others can understand, counting out the correct change orally, paying attention to the needs of the customer, giving good service, and dressing appropriately, among others. Job expectations approximate those used for salespeople, but are similar to those applied in other jobs as well.

Quizzes during the preparation process are administered for specific skills. The primary purpose of these assessments is that re-teaching can occur immediately. Another purpose of the quizzes is that students develop confidence in their ability to speak to their peers and assessments are another way to practice these skills. Students are assessed both in writing about the products and in speaking about them. They should be able to explain how the items are made. There are quizzes on critical thinking and language activities such as, "What would you say if the customer said this to you?" General market vocabulary, such as "courtesy" and "net profit," are assessed as well. There are quizzes on counting change orally, as well as on paper because, on the day of the event, parents can only intervene if the wrong change is given.

Written advertisements need to meet the objectives of honesty, persuasiveness, correct use of language, and neatness, as well. Each student must hang his advertisement at his station. In many instances customers are attracted to certain products above others, because of the success of those advertisements. Students also advertise by going to other classes in the school to talk about the market and "sell" the idea. Teachers of those classes are asked if the message was clear and if the students could answer questions appropriately.

Skills learned for the market carry over into many other areas. When reading a story at a later date, one student remarked excitedly, "Oh, I know what 'tied' means! We tied the candle wicks to the pencil at the top of the milk carton!" The self-esteem they develop helps them to establish more positive relationships with other children in the school. Market Day has become a successful, popular event in the school that is treasured not only by ESL students but by parents, teachers, and other children in the school as well.